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ENGLISH FOR COMING AMERICANS

Beginner's Reader—3

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PETER ROBERTS, Ph.D.

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ENGLISH FOR COMING AMERICANS

Beginner's Reader—3

PETER ROBERTS, Ph.D.

THE UNIVERSITY OF CALIFORNIA
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ASSOCIATION PRESS

NEW YORK: 347 MADISON AVENUE

1918

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PREFACE

Coming Americans, who have studied English in the Preparatory Course, and the Beginner's Readers Nos. 1 and 2, have had training in grammar that enables them to know the parts of speech, the modification of words, and the place of words in simple sentences. This (No. 3) short course continues the instruction, reviewing much of the work already given, helping the students to analyze simple sentences, and illustrating simple rules in syntax. If the teacher patiently carries out the suggestions made in each lesson, the pupils will get that knowledge of the structure of words and sentences which will help them in talking and writing.

Teachers will do well to give continual attention to spelling and pronunciation. These can only be mastered by foreign-speaking persons when trained by native born instructors who spell correctly and enunciate clearly. No lesson should pass without careful attention being given to these.

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THE STORY OF HANS

I. THE BROOM BOY

Hans lived with his mother, who had need of him to fetch water, wood, and the like. The father was dead, and the mother and son lived on the love of God and good people. One day the farmer they lodged with said to Hans: "My lad, it seems to me that you might try to earn something now, you are big enough and sharp enough." "I wish I could," said Hans, "but I don't know how." "I know something you could do," said the farmer. "Set to work to make brooms; there are plenty of twigs on my willows. I only get them stolen as it is; so they shall not cost you much. You shall make me two brooms a year for them." "Yes, that would be very fine and good," said Hans, "but where shall I learn to make brooms?" "Well, there is no such trick in the matter," said the farmer. "I'll take upon me the teaching of you; many a year now I've made all the brooms we use on the farm myself, and I'll back myself to make as good as are made. You'll want few tools, and may use mine at first." All this was

done, and God's blessing came on the doing of it. Hans took a fancy to the work, and the farmer was well pleased with Hans. "Don't look so close; put in all that is needful, do the thing well, so as to show the people they may put confidence in you. Once get their trust, and your business is done," said the farmer; and Hans obeyed him.

MEMORIZE

"All nature is but art unknown to thee;
All chance, direction, which thou can'st not see;
All discord, harmony—not understood;
All partial evil, universal good."

QUESTIONS on the lesson

Where was Hans living? Who had died? Is your father living? What kind of a mother had Hans? How do you know she was a good woman? What did Hans do? Where did he get the water? Where the wood? What was the water good for? (drink, cook, wash, etc.) What was the wood good for? Where did they lodge? How much of a house did they have? Was the farmer kind to them? Where did Hans' mother work? Did the farmer keep her and her son? Have you worked on a farm? Tell briefly what work you did. What did the farmer say to Hans? How old do you think Hans was? Do boys of twelve years generally work in Europe? Do boys of twelve work in this country? What could Hans do? Was Hans a strong and sharp boy? What

work did the farmer propose he should do? Out of what were brooms made? Where did the twigs grow? Where were the willow trees? Who stole the twigs, think you? Was Hans willing to try the work? What was his difficulty? Who promised to teach him? Was the farmer a good broom maker? What was Hans to pay for the twigs? Have you ever made a broom? How much do you pay for a broom today? Do you think that Hans got forty cents each for his brooms? Who made the brooms for the farmer's family? Where was Hans to get his tools from? Did the farmer give Hans the tools? How did Hans like the work? Whose blessing fell on it? Do workmen want God's blessing on their work? How did Hans do his work? Did Hans skimp in the number of twigs he first put into the brooms? What advice did the farmer give him? Why was he told to be liberal? Can you do business with people in whom you have no confidence? Did Hans obey? From the story, point out the qualities of Hans. (Obedience, ambition, thrift, pride, self-reliance.) Point out the qualities of the farmer. (Kindness, patience, wisdom, sympathy, appreciation.) Let the pupils tell what parts of the story reveal these qualities.

GRAMMAR EXERCISE

A **Verb** is a word that says or asserts something: as, "The man *runs*"; "The fire *burns*"; "The child *plays*."

In the first sentence ask what parts of speech are *who*, *need*, *like*. What are they in the following sentences: "*Who* knocks?" "I *need* thee every hour." "I *like* the walk." "This rose is *like* that." Let the

pupils state what are relative and interrogative pronouns. What parts of speech are: "Big enough and sharp enough"? To what noun do they refer?

Explain "don't," "I'll," "you'll."

Ask what part of speech is "something."

Let the pupils give the principal parts of the verbs: steal, cost, learn, put, may; as, "I steal, I stole, I have stolen."

Ask what parts of speech are "yes," "well."

Call attention to the noun, "teaching" and the verb, "teach." Let the pupils form similar nouns from the verbs: run, jump, throw, strike, fall, do. Let six pupils write six sentences on the blackboard: as, "The running was good." What is the difference between "well" and "good"? Use the words in sentences. Ask for the comparison of each.

Explain the phrase, "I'll back myself."

Observe that the word "close" is an adverb qualifying "look." The word generally used would be "closely." Ask what part of speech is *so* before "close."

For home work, let the pupils write out sentences using the words: need, like, water, love, lodge, might, work, cost, use, farm, want, fancy; using them as nouns and verbs; as, "I need my rest"; "My need is great."

II. SELLING THE BROOMS

At first, Hans found that business did not grow very fast. Yet he sold all he made. As

he became quicker in the making, the number of buyers grew. Soon, everybody said that no one had such pretty brooms as Hans, and the more he sold the harder he worked. His mother soon became happier and more cheerful. "Now the battle is won," said she. "As soon as one can gain one's bread honorably, one has the right to enjoy oneself; and what can one want more?" Always, from this time, she had as much as she liked to eat; nay, even every day there was something for the next; and she could have as much bread as she liked. Indeed, Hans very often brought her even a little white bread from town, and she felt herself most happy. How she thanked God for having kept so many good things for her old days.

Hans was not happy. Indeed, he began to grumble. "Things cannot go on much longer this way. He could not put up with it." When the farmer at last set himself to find out what that meant, Hans said: "I have too many brooms to carry. I want a cart to carry them to market, and have no money to buy one." "You are a gaby," said the farmer. "Look you, I won't have you become one of those people who think a thing's done as soon as they've dreamed it. That's the way one spends one's money to make the fish go into other people's nets. You want to buy a cart, do you? Why don't you

make one yourself?" Hans stared at the farmer with open mouth and great eyes.

MEMORIZE

"Manners are more important than laws. Upon them, in a great measure, laws depend. The law touches us but here and there, and now and then. Manners are what vex or soothe, corrupt or purify, exalt or debase, barbarize or refine. They give their whole form and color to our lives."

QUESTIONS on the lesson

Call special attention to Hans' filial love, the reason for his success, the condition of the family before and after prosperity, the gratitude of the mother, the restlessness of Hans, and the self-reliance suggested by the farmer.

GRAMMAR EXERCISE

Verbs are divided into **Transitive** and **Intransitive**, according to their meaning.

Transitive Verbs pass the action to the object: as, "I *shut* the door."

Intransitive Verbs limit the action to the doer: as, "I *sleep*"; "John *runs* fast."

Let the pupils classify the verbs in the first part of the lesson into transitive and intransitive.

Observe the words: "business," "buyers," "cheerful," "farmer." These are formed from: busy, buy, cheer, and farm. Let the pupils form similar words from the following and write them out: ready, lofty, godly; run, sell, cut; hope, faith, joy; work, labor, sow.

Ask for the principal parts of the following verbs: grow, sell, become, win, can, eat, begin, do, go. Spell all the words.

Explain "the battle is won."

Let the pupils classify the following pronouns: he, all, everybody, his, she, oneself, what, every, something, herself, himself, many. Ask for the definition of a pronoun.

Review the five groups of pronouns: Personal, Demonstrative, Interrogative, Relative, and Indefinite.

Collect the home work.

For home work, let the pupils form sentences using the pronouns given above.

III. HANS MAKING A CART

"I make a cart!" said Hans. "However shall I? I never made one." "Gaby," answered the farmer, "one must make everything once for the first time. Take courage, and it's half done. If people took courage, there are many now carrying the beggar's bag who would have money up to their ears, and good metal, too." Hans began to get the idea little by little, and as winter came on he set to work. He got wood at little cost and chipped it. The farmer had an old cart which served Hans as a model. What his friend did not have, he got from one of the neighbors. The farmer came now and

then to help him. In the spring, the cart was ready, and it had only cost Hans a few dollars. On Easter week, Hans took his brooms to market in the new cart. It is hard to form a notion of the joy and pride that this new cart gave him. It seemed to him that everybody stopped, as they passed, to look at his cart. He also told his friends that his cart was better in many ways than any cart yet seen in the world. He said that it went of itself, and, going up hill, all he need do was to touch it with his hand. A cook said she would not have thought him so clever, and if ever she wanted a cart, she would have him do it. After this, whenever the cook bought a broom, Hans gave her two little ones into the bargain, to sweep out the corners with, for she liked to have everything clean, even the corners. His cart was to Hans his farm. He worked more busily than ever, and had real joy in it. It was the joy of getting things done. The farmers all around were pleased with the boy, and all of them wished him good luck and were always glad to see him.

MEMORIZE

“The sad, slow dawn of winter ; frozen trees
And trampled snow within a lonely wood ;
One shrouded form, which to the city flees ;
And one, a masquer, lying in his blood.”

QUESTIONS on the lesson

Emphasize self-help; neighborly kindness; the exhilaration of a new thing; a reciprocal kindness.

GRAMMAR EXERCISE

Some verbs are used only in the third person: as, "It rains," "It snows." Those verbs are called **Impersonal Verbs**.

Let the pupils find the intransitive verbs in the lesson. Ask what kind of verb is in the sentence: "It *seemed* to him."

Ask for adjectives before: Cart, Hans, farmer, gaby, courage, and people, in the first part of the lesson.

Test the pupils in spelling all the nouns in the lesson.

Explain "it's," "beggar's bag," "it's half done."

Let the pupils write on the blackboard: "Two men are not too many to ride in a buggy."

Explain: "Get the idea little by little." "Little by little" is an adverbial phrase.

Call attention to "an old cart, which, etc.," and "the farmer, who," etc. Ask why *which* is in one sentence, and *who* is in the other?

Call attention to: "a little cost," and "a few dollars." *Little* refers to bulk, *few* refers to numbers. The same is true of *much* and *many*. Let the pupils form sentences illustrative of their use.

Why has *Easter* a capital?

Explain "His cart was to Hans his farm."

Let the pupils give and spell the adjectives corresponding to the adverbs in the story.

Collect the home work.

For home work, let the pupils form sentences using

the following words: little, enough, few, much, many, any, flock, lock, swarm, warm, herd, heard, hard, two, toe, tow.

IV. HANS' HOME

Hans' mother always saw that as soon as her son got home there was enough to eat. She knew that it means a great deal whether a man finds something ready to eat, when he comes home, or not. He who knows there will be something at home does not stop in the saloon; he gets home with an empty stomach, and he is fed and is highly pleased with all about him. But when he finds nothing ready when he gets home, he stops on the road, comes in when he has had enough or too much, and grumbles right and left. Hans was not a miser, but thrifty. For things really useful and fit, he did not look at the money. He made a good bed for himself, and when he had saved enough to buy a knife or a good tool, he was quite up in the air. He dressed well, not gaily, but solidly. It was easily seen that Hans was going up in the world; not that he ever put on anything fine, but he was clean and looked carefully after his things. Indeed, everybody liked to see him, and was glad to know that he was getting along, not by fraud, but by work. With

all that, he never forgot his prayers. On Sundays he made no brooms; in the morning, he went to hear the sermon, and in the afternoon he read a chapter of the Bible to his mother, whose sight was now failing. After that, he gave himself a personal treat. This treat consisted in bringing out all his money, counting it, looking at it, seeing how much it had grown, and thinking how much it would yet grow. In business Hans took small money willingly enough, but never kept it long; it seemed always to him that the wind got into it and carried it off too quickly. The new white silver pieces gave him an extreme pleasure. When he had managed to catch a fine Swiss dollar, it made him happy for many days.

MEMORIZE

“What a scene must a battlefield present. Thousands are left without help and without pity. Amid the trampling of horses and the insults of an enraged foe, their wounds bleed and their souls are in torment. No one is near to comfort, no well-known voice to soothe, no wife, no mother, no sister, to smooth the brow, to relieve the thirst, to close their eyes in death.”

QUESTIONS on the lesson

Emphasize the good housewife; Hans' thrift and his

wisdom; the elements of success; godliness; observance of Sunday; enjoyment of honest wealth.

GRAMMAR EXERCISE

Transitive Verbs have two voices, **Active** and **Passive**.

A verb is in the **Active Voice** when the subject of the verb acts: as, John *strikes* the table.

A verb is in the **Passive Voice** when the subject of the verb has something done to it: as, The table *was struck* by John.

Intransitive verbs cannot have a passive voice.

Write the six following verbs on the blackboard and let the pupils form sentences in the active and passive voices: See, get, know, find, save, dress; as, "I see the horse," "The horse was seen by me."

Observe: "Hans' mother." Here the *s* after the apostrophe is omitted because of the *s* immediately before it.

Explain: "grumbled right and left"; "he was quite up in the air"; "going up in the world"; "the wind got into it."

Test the pupils in spelling all the adjectives in the lesson.

In the first part of the story, show how the verbs are in the same person and tense, and give the rule that a series of verbs having the same noun must be in the same person.

Ask for the definition of an adjective. Recall that adjectives may be of two classes: those of quality and quantity, or number: as, "an *empty* stomach," "*many* days," etc.

Ask what parts of speech are: "Carried off too quickly"; "Hans willingly enough took small money."

Collect the home work.

For home work, let the students classify the following adjectives into quantity and quality, and form sentences of them: quick, large, one, rich, both, small, high, much, little, many, some, few, poor.

V. HANS' TRIALS

Hans had his trials. It was a bad day for him when he lost a customer, or when he had thought of placing a dozen brooms anywhere and found himself briskly sent from the door with: "We've got all we want; go away." At first, this troubled him very much, not knowing that there are people who change their cook as often as their shirt—sometimes oftener—and that he couldn't expect new cooks to know him at first sight. He asked himself: "What have I failed in? Have my brooms come undone, or has anyone spoken ill of me?" He took it much to heart, and would plague himself all night to find out the real cause. But soon he took things more coolly, and when a cook sent him about his business, he thought to himself: "Bah! cooks are human beings, like other people; and when the master or mistress has been rough with them, because they have put

too much pepper in the soup, or too much salt in the sauce, or when their lover is gone to Newland, the poor girls have the right to quarrel with somebody else."

Hans, however, was a man. Whenever one had trod on his toes, she must be very clever afterwards to get the least twig of a broom from him. Every time she tried, Hans said: "I'm very sorry, I haven't a broom left that will suit you." The parson's wife one day told him: "You are just like other people, and are satisfied with putting a few long twigs all around, and then bad ones in the middle." "Then you may as well get your brooms from somebody else," said Hans. He held to this so well, that the lady died without ever having been able to get the shadow of a broom from him.

Hans also found that the cart now did not go of itself, as it did at first. He found that it pulled too hard, and that something must be wrong with it. He was obliged to stop, take breath, and wipe his forehead.

MEMORIZE

"A full sun blazing with unclouded day,
Till the bright waters mingle with the sky;
And on the dazzling verge, uplifted high,
White sails mysterious slowly pass away."

QUESTIONS on the lesson

Bring out Hans' sensitiveness; the variety of people met with; Hans' stubbornness; the harsh judgment of even good people.

GRAMMAR EXERCISE

Verbs have four moods: **Indicative**, **Subjunctive**, **Imperative**, and **Infinitive**.

The **Indicative Mood** is a verb stating that an action is done, has been, or will be done, or asks a direct question: as, "James *talks*"; "Who *sings*?"

The **Subjunctive Mood** is a verb stating that an action is uncertain or depends on something else: as, "Love not sleep, lest it *bring* thee to poverty."

The **Imperative Mood** is a verb expressing command: as, "*Call* him back."

The **Infinitive Mood** is a verb simply stating what the action is: as, *to sing*.

Let the pupils find samples of the verb in the indicative, imperative, and infinitive moods in the first part of the lesson.

Ask the pupils to spell and define: customer, briskly, troubled, plague, quarrel, clever, afterwards, parson, satisfied, shadow, obliged, forehead.

Explain: "plague himself"; "to be rough with"; "gone to Newland"; "tread on his toes"; "get the shadow of a broom."

Ask for the comparison of the following adjectives: bad, good, much, often, new, human, poor, thin, clever, little, hard. Let the pupils write out the comparison.

Ask for other forms like: "we've"; "couldn't"; etc.

Notice: "Master," "mistress." Call attention to the gender of nouns, and ask for the gender of boy, child, stone, parent, uncle, lass, goose, sheep, cow, king.

Collect the home work.

For home work, let the students write out sentences using the following words: master, mistress, lad, lass, bad, worse, fine, ugly, uglier, stronger, cow, bull, honest, most honest.

VI. HANS IN FAVOR

Hans was in great favor with the farmers' wives. They never had been in the habit of setting any money aside for buying brooms; they told their husbands to make them. But we know how things go that way. Men are too lazy to get fire wood, not to say anything about making brooms. So the loving wives were in a great famine of brooms, and the peace of the home had greatly to suffer for it. But Hans was there before they had time to think, and it was very rarely that one had to say to him: "Hans, don't forget us; we're at our last broom." Besides this favor of Hans', his brooms were of the finest; very different from the wretched things which one's grumbling husband tied up loose, or as rough and rugged as if they had been made of oat straw.

When Hans gave a broom for nothing, it was not the worst in his stock. Besides getting twigs for nothing, all the year around, he was getting little presents in bread and milk, and such kinds of things, which a farmer's wife has always under her hand, and which she gives without looking too closely. Also, rarely one churned butter without saying to him: "Hans, we beat butter tomorrow; if you like to bring a pot, you shall have some of the beaten." And as for fruit, he had more than he could eat of it. Thus, things going on in this way, it could not fail that Hans should prosper. He was very thrifty. If he spent as much as a dime on the day he went to the town, he would never spend more. In the morning, his mother took care he had a good breakfast, after which he also took something in his pocket, and then sometimes here and sometimes there, one gave him a morsel in the kitchens where he was well known; and finally he didn't always think that he ought always to have something to eat the moment he had a mind to it.

MEMORIZE

"Look not mournfully into the past, it comes not back again; wisely improve the present, it is thine; go forth to meet the shadowy future without fear, and with a manly heart."

QUESTIONS on the lesson

Observe: the qualities of husbands; the reward of good workmanship; the reciprocity of friendship; and the ways of thrift.

GRAMMAR EXERCISE

Verbs ending in *ed*, *en*, *ing*, are called **Participles**.

The form of *ing* is called the **Present** participle.

The forms of *ed* and *en* are called the **Past** participles.

Let the pupils study: *Setting* money aside; *buying* brooms; *making* brooms. Here the participle governs an object.

Sometimes the participle is used as an adjective: as, *grumbling* husbands; *loving* wives.

Notice that nouns ending in *ing* must be distinguished from participles: as, "The building (noun) is fine." "He is building (participle) a house."

Test the pupils in spelling the following verbs: is, tell, make, know, go, get, say, suffer, think, forget, grumble, churn, prosper. Ask them to give the principal parts of the verbs and tell which are regular and which irregular.

Write the following on the blackboard: wife, king, lion, aunt, prince, duke, heir, actor, murderer, boy, lad, hero, peer, giant, count. Let the students write the word corresponding in gender.

Ask for an explanation of: "famine of brooms"; "at our last broom"; "without looking too closely"; "there before they had time to think."

What parts of speech are the following words: aside, finest, grumbling, worse, without, thrifty, more, sometimes, always.

Collect the home work.

For home work, let the pupils write a composition of sixty words about the things they have in their rooms.

VII. HANS MEETS A FRIEND

Hans came to a place where the women rested their baskets. Upon the bench sat a young girl, holding a little bundle beside her, and shedding hot tears. Hans, who had a kind heart, asked her what she was crying for. The young girl told him: "I must go to town and I am very much afraid. My father is a shoemaker and all his best customers are in the town. I have carried my bundle of shoes for a long time on market days, and nothing has ever happened to me. But a new officer has come to town, who is very cross, and who has tormented me every Tuesday for some time back. He has threatened to put me in prison if I come again. I have begged my father not to send me, but he is as severe as the soldier, and said I had to go always, and if anyone hurt me, he would attend to it; but what would that help me?"

Hans was touched with pity. Above all, on account of the trust the young girl had had in

telling him all this. She would not have done this to everybody. "But she has seen at once that I am not a bad fellow, and that I have a kind heart," thought he. "Well," said Hans, "I'll help you. Give me your bag. I'll put it among my brooms, and nobody will see it. Everybody knows me. Not a soul will think I've got your shoes. You've only to tell me where to leave them. You can follow a little way off—nobody will think we have anything to do with each other." "You are really very good," said she, and brought her package, which Hans hid so nicely that a cat wouldn't have seen it. "Shall I push, or help you to pull?" asked the young girl, as if it had been a matter of course that she should also do her part in the work. "As you like best, though you needn't mind; it isn't a pair or two of shoes that will make my cart much heavier."

The young girl began by pushing; but that did not last long. Presently she found herself in front, pulling also by the pole. "It seems to me that the cart goes better so," said she. In town they were separated. Hans did not think long about her, for she was not one to dazzle his eyes. She was a stunted little girl, with a broad face. She had a good heart and great love for work, but people did not take notice of these.

MEMORIZE

“Two at a banquet board alone,
In dalliance, the feast being done.
And one behind the arras stands,
Grasping an axe with quivering hands.”

QUESTIONS on the lesson

Bring out: Hans' kind heart; the trust of misery;
the good qualities of a homely girl.

GRAMMAR EXERCISE

The Participle endings *ed* and *en* are also used in adjectives: as, a wicked man; a drunken husband.

Let the pupils find the participles used in the first half of the lesson and state what kind they are.

Let the pupils read the above poem carefully, tell what it means, and parse the words “grasping” and “quivering” in the last line.

Write on the blackboard the words: weep, push, pity, tell, think, leave; and ask the pupils to form the present participle of each and give examples of their use as verbs and adjectives.

Ask the pupils what is the difference in the use of the word *pushing* in the following sentences: “She helped him by pushing.” “She was pushing the cart.”

Test the pupils in spelling the following words: baskets, bench, bundle, tears, afraid, shoemaker, happened, torments, prison, severe, touched, everybody, fellow, package, matter, course, dazzle, stunted, notice. See also that the pupils know what these words mean.

Collect the home work.

For home work, let the pupils write out sentences using the above words which they have spelled.

VIII. HANS AND HIS MOTHER IN COUNCIL

Hans grew gay. He whistled and sang all the day. He bought himself a new coat. His mother said: "Hans does not put all in his clothes; he has some money too. If God spares him, I'll wager he'll come to have a cow; but it's not likely I shall be spared to see it."

"Mother," said Hans one day, "the cart gets heavier. It is getting really too much for me." "I dare say," said the mother; "why do you go on loading it more every day? Put a dozen or two of brooms less on it, and it will roll again all right." "That's impossible, mother; I never have enough as it is." "But, Hans, suppose you get a donkey?" "No, mother," said Hans, "they are as self-willed as devils; and then what should I do with a donkey the other five days of the week? No, mother, I was thinking of a wife; what say you?" "But, Hans, I think a goat or a donkey would do much better. A wife! What would you do with a wife?" "Do!" said Hans. "What other people do, I suppose; then, I thought she would help me to draw the cart, which goes ever so much better with another hand; without counting that, she could plant potatoes between times, and help me to make my brooms, which I

couldn't get a goat or a donkey to do." "But, Hans, do you think to find one then who will help you to draw the cart, and will be clever enough to do all that?" asked the mother. "Oh, mother, there's one who has helped me already often with the cart," said Hans, "and who will be good for a great deal besides; but as to whether she would marry me or not, I don't know, for I haven't asked her. I thought that I would tell you first." "You rogue of a boy, what's that you tell me there? You are also like that? The good God Himself might have told me, and I wouldn't have believed Him. You've got a girl to help you to pull the cart! A pretty business to put her to. Ah, well,—trust men after this!"

Hans told her everything that he knew about the girl, which did not displease the mother; and the more she thought of it, the more it all seemed to her very proper. She inquired about the girl and learned that nobody knew the least harm of her. She did all she could to help her parents, who were poor, so Hans could not expect anything with her. "Ah, well, it's all the better," thought she, "for neither of them can have much to say to the other." The next day Hans took his cart, his mother said to him: "Well, speak to that girl; if she consents, so will I, but I can't run after her. Tell her to

come here on Sunday, that I may see her, and at least we can talk a little. If she is willing to be nice, it will all go very well. For indeed, it must happen some time or other, I suppose."

MEMORIZE

"Sincerity is to speak as we think, to do as we pretend and profess, to perform and make good what we promise, and really to be what we appear to be."

QUESTIONS on the lesson

Call attention to: Hans' happiness; his filial love; his conception of a wife's place; his mother's surprise; her acquiescence; the terms imposed by the mother.

GRAMMAR EXERCISE

Action may be *today, yesterday or tomorrow*; hence, verbs can be in the **Present, Past, or Future**. These are called **Tenses**, and indicate the time when an act takes place: as, "I *spea*k today"; "I *spoke* yesterday"; "I *shall spea*k tomorrow."

Let the pupils state what is the tense of each verb in the first part of the lesson.

Explain: "plant potatoes between times"; "willing to be nice"; "it will all go very well."

Test the pupils in spelling and in the meaning of: whistled, coat, money, heavier, impossible, self-willed, donkey, suppose, counting, potatoes, besides, displease, expect, consents, happen.

Let the pupils write the days of the week on the blackboard.

Ask why the words "God Himself" are in capital letters? Review the rules on the use of capitals.

Let the pupils point out the adverbs in the lesson.

Collect the home work.

For home work, let the pupils write a composition of sixty words describing the streets of the city.

IX. HANS' COURTSHIP

When Hans set out with his cart, he again found the young girl in the same place. Once more they pulled the cart together. Hans said, "It certainly goes as quick again when there are thus two cattle at the same cart." "Yes, I've often thought," said the young girl, "that it is very foolish of you not to get somebody to help you; all the business would go twice as easily, and you could gain twice as much." "What would you have?" said Hans. "Sometimes one thinks too soon of a thing, sometimes too late. But now it really seems to me that I should like to have somebody for a help; if you were of the same mind, you would be just the good thing for me. If that suits you, I'll marry you." "Well, why not,—if you don't think me too ugly, nor too poor?" answered the young girl. "Once you've got me, it will be too late to despise me. As for me, I could

scarcely fall in with a better chance. One always gets a husband,—but, alas, of what sort! You are quite good enough for me; you take care of your affairs, and I don't think you'll treat a wife like a dog." "My wife will be as much master as I; if she is not pleased with that, I don't know what more to do," said Hans. "I don't think you will be worse off with me than you have been at home. If that suits you, come to see us on Sunday. It's my mother who told me to ask you, if you liked to be her daughter-in-law." "Liked! But what could I want more? I am used to submit myself and take things as they come. I never thought that a hard word made a hole in me, else by this time I shouldn't have had a bit of skin left as big as a dime. But, all the same, I must tell my people, as the custom is."

Sunday, the mother examined the girl upon the garden and the kitchen, and what book of prayers she used, and whether she could read in the New Testament, and also in the Bible, for said the old woman: "It was very bad for the children, and it was always they who suffered, if the mother knew nothing of the Word." The girl pleased her, and the affair was concluded. "You won't have a beauty there," said she to Hans before the girl, "nor much to crow about in what she has got. But

it isn't beauty that makes the pot boil. When one has health and work in one's arms, one gets along always."

MEMORIZE

"Above the abyssmal undivided deep
A train of glory streaming from afar;
And in the van, to wake the worlds from sleep,
One on whose forehead shines the Morning Star."

QUESTIONS on the lesson

Bring out Hans' idea of married life; the girl's idea; the girl's lot at home; the test of the mother.

GRAMMAR EXERCISE

Review the punctuation marks.

Ask the pupils to write the months of the year on the blackboard.

Let the pupils spell the following and give the plural: place, body, business, marriage, chance, husband, wife, suit, Sunday, daughter, people, kitchen.

Explain why capitals are used in the words: Bible, etc., in the latter part of the lesson.

Notice the plural of "daughter-in-law" is "daughters-in-law."

Explain: "A hard word made a hole in me"; "not much to crow about"; "beauty won't make the pot boil"; "work in one's arms."

Collect the home work.

For home work, let the pupils write a composition of sixty words, on any subject, using all the punctuation marks they know.

X. HANS MARRIED

Hans found the old cart went well. "I never could believe," said he, "that a cart could have taken itself up so and become so changed for the better." More than one girl, however, said that she would have done for him quite as well. "If I thought him in a hurry, I could have put myself on his road and prevented him from looking at this rubbishy rag of a girl." She thought Hans a goose. "He will repent very soon. All the worse for him; it is his own fault. As one makes one's bed, one lies in it."

Hans was no goose, however. He never found anything to repent of. He had a little wife who was just the very thing he wanted,— a little modest, busy wife, to make him as happy as if he had married Heaven itself in person. Of course, his wife did not long help Hans push the cart. He saw a son in the home. "What a fellow," said he; "in a wink he will be big enough to help me himself." In a little while his wife wanted to come again to help him. "If only we make a little haste to get back," said she, "the little one can wait well enough; besides, grandmother can give him something to drink while we are away." But the child was not of their mind. As they re-

turned, the wife cried out: "Mercy! What's that?" There was a shriek and cry like a little pig when it is being killed. "Mercy on us; what's the matter?" and leaving the cart she ran off at full speed, and there, sure enough, were the grandmother and the child. Handing the child to the mother, the grandmother said: "No, I won't have him alone any more. In my life I never saw such a little wretch. I had rather go and draw the cart." These worthy people thus learned what it is to have a tyrant in one's house; but that did not stop their household ways.

The little wife found plenty to do staying at home, gardening and helping to make the brooms. Without ever hurrying anything, she worked without ceasing and was never tired. So things ran under her hand. Hans was all surprise to find that he got along so well with a wife, and that his purse was growing fatter so fast. Every year grew new twigs to make the brooms with; every year also, without putting herself much about, his wife gave him a new baby; every day it cried a little; every day grew a little, and in the turn of a hand it was of use for something. The grandmother saw him buy a little field; then a goat, and then a cow. And if the poor old woman had lived two more years, she would even have seen Hans

become himself the owner of the little cottage in which she had lived so long.

MEMORIZE

“Sorrow is the noblest of all discipline. It is a scourge, but there is healing in its stripes. It is a cup, and the drink is bitter, but strength proceeds from the bitterness. It is a crown of thorns, but it becomes a wreath of light on the brow which it pierces.”

QUESTIONS on the lesson

Call attention to: how others judged Hans; the character of his home; the conduct of his wife; Hans' prosperity.

GRAMMAR EXERCISE

Every action has three states to it: **Indefinite:** as, I *write*; **Progressive:** as, I am *writing*; **Complete:** as, I have *written*.

These three states are found in every tense: as,

Present: I sing; I am singing; I have sung.

Past: I sang; I was singing; I had sung.

Future: I shall sing; I shall be singing; I shall have sung.

Let the pupils give the three forms in the three tenses, using the following verbs: find, go, believe, take, change, say.

Ask for explanations of: “rubbishy rag of a girl”; “Hans was a goose”; “one makes one's bed”; “in a wink he will be big”; “a tyrant in one's house.”

Let the students spell and explain: repent, modest,

wink, return, mercy, wretch, rather, tyrant, cottage. Always refer to the text if the students do not readily give the meaning of the word.

Collect the home work.

For home work, let the pupils write you a letter about the school and the work they are doing.

XI. HANS' CHILDREN

Hans did not change his way of living. As he grew richer, his strength for work became always greater. His wife had the difficult art of making the children serve themselves, each according to his age; not with many words either, and she herself scarcely knew how. The children took care of each other, helped their father to make his brooms, and their mother in her work about the house. None of them had the least idea of the pleasure of doing nothing, nor dreamed of lying around, and yet not one was over-worked or neglected. They grew like willows on a brookside, full of vigor and gaiety.

The parents had no time for idling with them; but the children nevertheless knew their love and saw how pleased they were when their little ones did their work well. Their parents prayed with them. On Sunday the father read them a chapter of the Bible, which he explained

as well as he could, and on this account the children were full of respect for him. Hans was held in esteem by his children. He was so decided and so sure; his words were full of good sense; he was honorable in everything; he never set himself up as rich, nor complained of being poor. Many a pretty lady would come expressly into the kitchen when she heard that the broom merchant was there, to inform herself how things went in the country, and how such and such a matter was turning out. Nay, in many of the houses, he was trusted to lay in their winter provisions, a business which brought him many a portion.

MEMORIZE

“Long-rolling surges of a falling sea,
Smiting the sheer cliffs of an unknown shore;
And by a fanged rock, swaying helplessly,
A mast with broken cordage—nothing more.”

QUESTIONS on the lesson

Mark the qualities of a good father and a wise provider; the wise mother.

GRAMMAR EXERCISE

The verb *do* is used with other verbs in the present and past when the actor wants to emphasize the act; as, “I *do* love”; “I *did* love.”

When *do* is used in questions, it is not emphatic; as, "Do you read?"

Let the pupils take the verbs in the first part of the lesson and put them in an emphatic form: as, "He *did* grow richer."

Let the pupils turn simple sentences into interrogative sentences: as, "He grew richer"; "*Did* he grow richer?"

Call attention to compound words: as, over-worked; brook-side. Other words made up in like manner have dropped the hyphen: as, never-the-less; everything. Hence two words may be joined together to make a new word:

1. Two nouns: rail-road; steam-boat.
2. An adjective and a noun: black-bird, blue-bell.
3. A verb and a noun: tell-tale; scare-crow.
4. A noun and a verb: back-bite; way-lay.
5. Two adjectives: red-hot; fair-haired.

Let the pupils state what part of speech are the following words: "Way of living"; "each according to his age"; "the pleasure of doing nothing"; "the children were full of respect for him"; "lay in their winter provisions."

Remind the scholars that adverbs answer the questions: when, where, how, and why, of an action or quality.

Let the pupils spell and write out the comparison of the following adverbs: well, ill, much, forth, far, late, near.

Let the students find the adverbs in the lesson.

Collect the home work.

For home work, let the students write a dozen sentences illustrating the emphatic and the interrogative use of *do* in the present and past tense.

XII. HANS IN WEALTH

One Saturday Hans was not in market with his brooms. All people missed him. When he came again, they asked him where he was. He simply replied, "I was obliged to go to the funeral." They asked, "Whose funeral?" He answered, "My sister's." "And who was she?" When the broom merchant answered briefly and frankly, the women who questioned said: "Mercy on us! Are you the brother of that woman who left a fortune?" "It is precisely so," answered Hans dryly. "But goodness of heaven," replied the women, "you inherited 50,000 crowns at least, and, behold, you still run over the country with your brooms." "Why not?" said Hans; "I have not got that money yet, and I am not going to let go of a sparrow in the hand for a pigeon on the tile." "A pigeon on the tile, indeed!" said the women. "Why, the thing is perfectly sure." "Ah, well, my faith, so much the better," said Hans, "but I called to ask, must you have the brooms in eight or fifteen days?"

In fulness of time Hans got the money. When his wife saw him come back so rich, she began first to cry and then to scream. Hans asked her, "What is the matter?" "Ah, now," said the wife, "you will despise me be-

cause you are so rich, and think that you would like to have another sort of wife than me. I have done what I could to this day; but now I am nothing but an old rag. If only I was already six feet under ground." Hans sat himself down in the arm chair and said: "Wife, listen. Here are now nearly thirty years that we have kept house, and thou knowest that what one would have, the other would have too. I have never once beaten thee, and the words we have said to each other would be easily counted. Well, wife, I tell thee, do not begin to be ill tempered now, or do anything else than you have always done. Everything must remain between us as in the past. This inheritance does not come from me nor from thee; but from the good God for us two and for our children. And now I advise thee, and hold it for as sure a thing as if it were written in the Bible, if thou speakest again of this to me but once, be it with crying or without, I will give thee a beating with a new rope like as that they may hear thee crying from here to the big lake. Behold what is said; now do as thou wilt." It was firmly spoken; the wife knew where she was and did not begin her song again.

Before giving up his brooms, Hans gave a turn of his hands to them and made a present

of a dozen to all his customers, carrying them to each in his own person. He has repeated many a time since, and nearly always with tears in his eyes, that it was a day he never could forget, and that he never would have believed people loved him so.

He now became a farmer with an active and simple life; prayed and worked as he had always done. The good God spared both of them to see their sons-in-law happy in their wives; their daughters-in-law full of respect and tenderness for their husbands. The virtues which the children learned at home remained their stay in domestic life; the love of work and religion are foundations which cannot be overthrown. They are unmoved by mocking chance and wavering winds.

MEMORIZE

“The day of life, spent in honest and benevolent labor, comes in hope to an evening calm and lovely. Though the sun declines, the shadows that it leaves behind are only to curtain the spirit into rest.”

QUESTIONS on the lesson

Call attention: to Hans' wisdom in prosperity; to his wife's fears; to their confidence in God; to the blessing of good children.

GRAMMAR EXERCISE

The **Verb** follows the number of the subject.

If the *subject* is singular, the *verb* is also singular: as, he *reads*.

If the subject is *plural*, the verb is *plural*: as, we *read*.

The verb has three persons, corresponding to the pronouns.

The **First** person has no ending: as, I *speak*, we *speak*.

The **Second** person, as generally used, is the same in the singular and plural, and has no ending: as, you *speak*. If *thou* is used, the verb ends in *est*: as, thou *speakest*.

The **Third** person in the singular has *s* added: as, he *speaks*. The old form *eth* is found in the Bible, and is used sometimes by writers; as, he *speaketh*. The plural has no ending: as, they *speak*.

Let the pupils parse the verbs in the first part of the lesson: as, "was," part of the verb *to be*; past tense, third person, singular, agreeing with Hans.

Let the pupils correct the following and give reasons for so doing: I says to him. Yesterday he reads to them. We replies to my Lord. The engine run fine. You speaks like a judge. Last year, they runs the show.

Let the students spell the following words and explain them: funeral, frankly, precisely, dryly, heaven, inherited, country, perfectly, fifteen, despise, tempered, inheritance, advice, believed, tenderness, domestic, foundations, wavering.

Collect home work.

For home work, let the pupils write a composition describing a happy family they know.

THE TRIALS OF GERARD

XIII. PITYING THE NEEDY

Gerard, the son of a poor storekeeper, had gained great skill in writing and in copying. So when the Prince of Holland offered a prize for the best writing and coloring, he made up his mind to try for the prize. His work was so good that it was the best of all, and the Prince sent for him. So Gerard went to Rotterdam, where the prizes were given to the winners. He dressed himself in his best clothes, took with him some food, and started on the journey.

The journey was long, and he was pretty tired, but a few miles from Rotterdam, he fell in with a pair who were far more tired than he. They were an old man and a comely young woman. The old man sat on the roadside, quite worn out, and the young woman, holding his hand, was the picture of misery. Gerard's quick eye took in their need. He noticed the old man's pale face, and saw the tears in the young woman's eyes. Many had passed them by, but Gerard could not, so he turned to the man and said: "Father, I fear you are tired."

“Indeed, my son, I am,” replied he, “and faint for lack of food.” The young lady said it was her fault, for bringing her father so far from home. “No, no,” replied the old man; “it is not the length of the journey; it is the want of food.”

Gerard, without a moment's delay, and quite as a matter of course, fell to gathering sticks, and soon a fire was lighted. He then pulled down his wallet, from which he took an iron flask, which he put on the fire. He then said to the girl, “Mind the pot, and do not let it spill, for heaven's sake; here is a stick with which to hold it safe.” Gerard left them, ran to a corn field close by, and soon was back with two straws in his hand. The soup was hot by this time, and the old man asked: “How are we to get it to our mouths?” The daughter said: “Father, the young man has brought us straws.” “Ha, ha,” said he, “but my poor bones are stiff, and the fire is too hot for a body to kneel over with short straws.” Gerard, however, was not idle. He brought together a few big stones and placed them in front of the old man. He then wrapped his hand in a towel and whipped the flask from the fire, wedged it between the stones, and it was under the old man's nose. He gave the straw to the father, who eagerly began to drink.

When his hunger was appeased, he cried: "Blessed be the nation that has such soup, and the woman who made it, and the young man who brings it to needy folk. I was weary and heart-sick a moment ago, but now I am brave as an eagle." The young lady, turning to the young man, said: "Your mother, who made this soup, would not be pleased to have her son give all and take none himself. Why brought you but two straws?" "Fair mistress," said Gerard, "I hoped you would let me put my lips to your straw." The young lady blushed. "Never beg that you can command; the straw is not mine, but yours." They both used the one straw, and Gerard said: "Now it belongs to us both. Let us divide it." "By all means," said the young lady. So Gerard cut it in two, saying: "I keep half and you the other."

MEMORIZE

"Cold dawn, which flouts the abandoned hall,
And one worn face, which loathes it all;
In his ringed hand a vial, while
The grey lips wear a ghastly smile."

QUESTIONS on the lesson

Call attention to: Gerard's sympathy; his ingenuity; his affection.

GRAMMAR EXERCISE

There are two classes of **Verbs**.

The *First* class form the past tense by change in the body of the verb: as, "I *write*," "I *wrote*." These are called **Irregular** verbs.

The *Second* class form the past tense by adding *d* or *ed* to the present: as, "I *move*, I *moved*"; "I *jump*, I *jumped*." These are called **Regular** verbs.

Let the pupils classify the verbs in the first part of the lesson into regular and irregular.

Let the pupils spell the following: storekeeper, gained, copying, offered, writing, coloring, prize, winner, dressed, wallet, flask, kneel, whip, faint, blush. Try the pupils in putting words of like meaning in place of those in the lesson.

Let the pupils parse: "Gerard gives him food." "Gerard was skilful in copying." "Gerard dressed himself."

Collect the home work.

For home work, let the pupils write a composition describing the show they last attended.

XIV. GERARD AT THE FEAST

Gerard, after the meal was over, asked the young lady where they were going. She replied: "To Rotterdam." "That is the place to which I also go," said the young man with a merry smile. So the trio started again on their journey. Gerard now looked at their clothing.

The old man wore a gown, a fur, and a velvet cap. The young lady was dressed in plain russet cloth, and that part of her neck not covered by her dress had some snow-white lawn over it, while around her throat was a band of gold lace.

Before starting, Gerard had packed what was left of his simple fare in his wallet, and was now doing his best to tie the ribbon as his mother had tied it. Margaret—for that is the young lady's name—watched him shyly, and offered to help him. So two well-shaped, white hands were soon playing nimbly around that ribbon, moulding it into shape with soft and airy touches. Then, for the first time, a heavenly thrill ran through the young man's heart. Margaret, without thinking, prolonged the feeling. When, at last, the taper fingers had made the knot, she touched it with the hollow palm of her hand, as much as to say: "Now be a good knot and stay so." When the palm kiss was given the ribbon, the young man's heart leaped to meet it. Margaret sweetly and simply said: "There, that is how it was," and lowered her eyes before the long-ing gaze of her lover.

They soon reached the city, and made their way to the palace, where the Prince and all the winners of prizes were to meet. Margaret

and her father would never have been allowed to enter had it not been for Gerard. He carried a pass signed by the Prince, as well as a letter to the Princess, and when the guards stopped his friends, he said he would not enter unless they allowed his friends to enter also. A royal banquet was made ready, and the three friends sat together at table. The large hall was beautiful; on the tables were laid many sweet smelling flowers, bright lights burned on all sides, costly pictures were on the walls, and sweet music floated through the air. But to Gerard there was no beauty like that of Margaret's eyes, no music like that of her voice, and the young lady was happy in his company. "Where will you stay over night?" asked Gerard. Margaret answered, "With a relative of ours, whom we expect to meet in this hall." As she said these words, the relative came to them. The man also asked Gerard to spend the evening in his home. This was untold joy to the young man. He said: "I must first go to find the Princess and give her this letter, then I will join you." The friends left the hall, Gerard going to find the Princess, Margaret and her father going to the house of their relative.

The young man soon found that the rooms of Princesses could not be easily entered. He

saw foppish young men barring his entrance, and making fun of his looks and his clothes. It was now late, and he was told to come in the morning. Gerard, however, stood there, and one of the maids, pitying him, took his letter to the Princess. To the surprise of all, he was at once asked to enter, and the royal young lady kept him longer than he thought she would. When he came out, it was late. By the time he reached the house where Margaret stayed, he found the house all dark, and the friends gone to rest for the night. Gerard was beside himself. His soul had gone forth to this young woman, and he longed to know where she lived. She was in this house, and he could not leave the spot. He knew only one great longing—to see her face and hear her voice once more. He made up his mind to stay there all night and see her in the morning. He did not count upon the cold and the long hours of darkness. After a while, he thought he might find some place where he could lie down. He searched around the house, and found none. In his trouble, he could only think of one possibility—he might try the kitchen window, which was level with the ground. He tried it, and his clever soul found a way to open it. As he opened it, a hand caught him so firmly that it was useless to squirm or try to escape. With-

out a word, he was hurried to prison and at daylight tried for house-breaking.

MEMORIZE

“Life is rich for its affections. The love of the child for the parent spreads to brothers, sisters, and companions. The parent’s love for the child spreads from family to friends, from friends to mankind, and from the household hearth to the infinite and eternal heights of heaven.”

QUESTIONS on the lesson

Call attention to the princess—to the fops—to the rashness of Gerard.

GRAMMAR EXERCISE

The verbs *be*, *have*, *shall*, *will*, and *do*, are used to form the tenses of other verbs and are called **Auxiliary** Verbs.

These verbs are conjugated in the present and past tenses. The verb *to be*, is conjugated as follows:

INDICATIVE MOOD

PRESENT TENSE		PAST TENSE	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
I am	we are	I was	you were
you are	you are	you were	you were
he is	they are	he was	they were

SUBJUNCTIVE MOOD

PRESENT TENSE		PAST TENSE	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
I be	we be	I were	we were
you be	you be	you were	you were
he be	they be	he were	they were

Imperative Mood: Singular and Plural: be (you).

Infinitive Mood: To be.

Present Participle: Being.

Past Participle: Been.

Let the pupils give the present and past tenses of: shall, will, have, do.

Let the students spell and explain: observed, russet, replied, ribbon, slyly, nimbly, moulding, thrill, taper, fingers, hollow, palm, knot, leaped, simply, lowered, banquet, royal, friends, unless, table, beautiful, costly, picture. See if the pupils can put other words for these in the lesson.

Notice: "Margaret and Gerard were at the banquet." Here the verb is in the plural, because the two subjects are connected with *and*. Hence the rule, when two singular nouns are connected by *and*, the verb is in the plural. Form other exercises to illustrate the rule.

Collect the home work.

For home work, let the pupils write a dozen sentences illustrating the above rule in grammar.

XV. GERARD IN THE TOWER

Everything was against Gerard. He was tried and the judge sent him to the tower as a

prisoner. He grieved most that he was not near his Margaret, for he felt sure that she pitied him. That was true. Margaret wondered where her lover was and was only able to learn of his plight the second day. Immediately she set to work to help him. She had a friend, an old soldier, Martin, by name. She told him her trouble. He soon set to work to find out where the young man was kept. Having found out that he was in the tower, he carried the news to Margaret. She, pale and grieved, had written a letter to the Countess, praying for her help against the cruelty of the Burgomaster. Martin, however, said: "Put not your trust in princes." "Alas," said Margaret, "what else have we to trust in?" "Knowledge," said the soldier. "Well," said she, "learning will not serve us here." "Yes," said her friend, "wit has been too strong for iron doors before today. I need no ladder but my trusty bow." Then he told her how a knight, imprisoned in a high tower at Brescia, was helped out, and he said he was going to do the same for Gerard.

That night, Gerard was in the tower, faint and hungry. He could not eat the food brought him. He sat with his arms and his head drooping before him, the picture of hopelessness. Suddenly something struck the wall beyond

him, and then rattled on the floor at his feet. It was an arrow—he saw the white feathers. A chill ran through him. They meant to kill him. He waited to see if more arrows came. He crawled on all fours and took up the arrow. There was no head to it. He uttered a cry of hope. Had a friend shot it? He took it up and felt it all over, and found a soft something tied to it. He then struck a light, and his heart bounded with joy. Tied to the arrow was a skein of silk, and on the arrow itself were the following words: “Make fast the silk to your knife and lower to us, but hold your end fast; then count one hundred and draw up.”

Gerard leaped to the window and saw figures at the foot of the tower. He waved his bonnet to them, and then carefully undid the silk, let down his knife until it ceased to draw, counted one hundred, then pulled the silk up carefully. It came up heavier and heavier; at last he came to a large knot, and by the knot a stout whipcord was tied to the silk. What could this mean? While he was puzzling, he heard Margaret’s voice, low but clear, saying: “Draw up, Gerard, until you see liberty.” Gerard drew until he came to another knot, and found a cord of some thickness to take the place of the whipcord. He drew again, and found that he now

had a heavier weight to deal with, and then the truth suddenly flashed on him. He went to work with a will, pulling until the sweat rolled down his cheeks. Looking down at length in the moonlight, he saw, as it were, a great snake coming up to him from the deep. He gave a shout of joy, and lo! a new rope touched his hand. He dragged it into his prison cell; at once he made it fast, and then putting himself into the form of a swimmer, his body and waist being in the prison and his legs outside, he worked himself, little by little, out of the window onto the rope. Gerard now hung in mid-air. He went down slowly, hand below hand. Down, down, down, until his feet were caught by the hands of Martin and Margaret, who put her arms around him. They stole away along the shadow of the wall and reached a place of safety.

The following morning, the Burgomaster went to the prison. He opened the door, and there was no Gerard. He stood there in wonder. Where was his prisoner? He saw the rope and the open window. He was pale and trembling, and said: "Gone! Gone!" He then ran from the tower, called his men together, and started to hunt down the escaped prisoner.

MEMORIZE

“A rain-swept moor at shut of day,
 And by the dead, unhappy way
 A lonely child untended lies;
 Against the West a wretch who flies.”

QUESTIONS on the lesson

Call attention to Gerard's friends—the daring of the prisoner—the duty of obeying the law.

GRAMMAR EXERCISE

An **Adverb** is a word which modifies the meaning of *verbs*, *adjectives* and other *adverbs*.

Adverbs answer the following questions:

When? as: *then, now, soon long*, etc. These are called **Adverbs of Time**.

Where? as: *here, there, thither*, etc. These are called **Adverbs of Place**.

How? as: *well, ill, swiftly, little, quite, yes, no, indeed*. These are **Adverbs of Manner**.

Why? as: *therefore, thence, wherefore*, etc. These are **Adverbs of Cause and Effect**.

Let the pupils find the adverbs in the first part of the lesson.

Let the pupils spell and explain: judge, tower, prisoner, grieved, plight, wondered, soldier, trouble, cruelty, knowledge, ladder, trusty, imprisoned, helped, faint, hungry, hopelessness, suddenly, rattled, drooping, bounded. Let the men substitute words for these in the lesson.

Notice: “Margaret or Gerard goes to town.” Two nouns in the singular joined by *or* take the verb in the

singular. Practice the pupils in this rule by giving other examples.

Collect the home work.

For home work, let the pupils write a composition suggested by the above poem to be memorized.

XVI. THE PURSUIT

Gerard, Margaret, and Martin had spent a few hours of the night in a small inn, some miles from the city. They left it early in the morning and were on the road to their home. When near the edge of a large wood, they saw the Burgomaster and his men coming after them. Martin said: "Straight to the woods. Win it! Win it! and we will be safe." The Burgomaster, however, was on horseback and, making a circuit, he came right in front of the fleeing party and cut off their entrance to the wood. Margaret shrieked. The Burgomaster thought Gerard would dodge him; but the young man did nothing of the kind. With a savage, loud cry, he flew right at the Burgomaster and struck at him with an old oak staff. The officer fell under the horse's tail, his face streaming and his collar stained with blood. The next moment the three were in the woods. The Burgomaster's yell of fear and revenge

told them that now it was a race for life or death. "Follow me," said Martin. They rushed on, and coming to a safe place, Martin said: "They cannot find us now." As they quietly ate their food, Martin said: "Hush," and turned pale. "What is it?" asked Gerard. "Don't you hear anything?" said Martin. "I do," said the young man. "It sounds sweet, and the sound blends with the air; it is a long way off." "No, no!" said Martin. "It comes from the pine grove. Come on. Let us reach a better place than this to stand at bay and die like soldiers." "What is that sound?" asked Margaret. "What new peril is it?" "Girl," said Martin, "it is a blood hound!"

The old soldier was white; he leaned on his bow, and both strength and hope left him. Margaret said: "Come! Be a man! and let this end." "I am coming," said Martin; "hurry will not help us; we cannot shun the hounds, and the place is hard by." Soon he said: "Get through this and wait on the other side, for we must die." "Is that all you can think of?" said Gerard. "That is all," replied the soldier. "Then, Martin," said Gerard, "I take the lead; you have lost both heart and head. Do as I do," and he began twisting hazel shoots along the ground, leaving space for the hounds to come through, but barring the way of the men.

Martin said: "The whole village is after us." "I care not," said Gerard. "This track is smooth to the dog, but rough to the men. We will deal first with the hounds, and then with our enemies. Martin, you stand with your bow by the side of that ditch; I go to yon oak tree. Margaret, you stand with Martin."

Very soon a huge dog pressed out of the thicket. He lowered his nose for a moment, and sprang for Gerard's tree, and then rolled head over heels, dead as a stone, spitted with an arrow from the bow of Martin. At that moment, another hound came, smelled his dead comrade, and, as Gerard rushed out at him, he saw another white something strike the hound, and he was in the dust, wounded to death.

There were no more hounds, and Martin was himself again. The men were making their way through the thicket. Gerard ran a few yards another way than that which the men were taking. Martin and Margaret did the same thing. As they were running hard, Martin stopped suddenly, for he saw the Burgomaster in front of him on horseback. Martin swore, strung his bow, and lifted his arrow to the string. Margaret hid her face in her hands. Before the bow was raised, Martin saw a figure leap swiftly, like a hawk, on the Burgomaster, put a handkerchief over his mouth, and whirl

him from his seat to the ground. It was Gerard. Martin took hold of Margaret and pulled her to the place where Gerard stood. She said: "Oh, my beloved, fly! Leave me, for I am faint." "No, no," said Gerard; "death together, or safety. Mount the horse, and I will run by your side." Martin leaped on the horse, Gerard raised Margaret to his side, and away they galloped, followed by six men. One of the men drew an arrow and shot at them. That very moment the horse stepped into a rabbit hole, and horse and riders fell to the ground. The enemy thought surely that now they would catch them. In another instant, Martin was on his feet, raised his bow, and at once the fellows sought places of safety. After some minutes, they heard a mocking laugh, as Martin galloped away on horseback. All the men ran out. They saw Gerard and Margaret far ahead, and the old soldier following after them. They knew it was useless to follow, and with drooping heads they returned to look after their chief and their dogs.

MEMORIZE

"All truly great and noble minds are always humble. They are always modest in their lives. Sir Isaac Newton, one of the greatest philosophers, on being praised for his works, said, 'I have indeed picked up a

few pebbles upon the shore, but the great ocean of knowledge is still before me.' ”

QUESTIONS on the lesson

Call attention to Gerard's courage—to Martin's fears—to lawlessness when the law is opposed.

GRAMMAR EXERCISE

Let the students find the adverbs in the first part of the lesson.

Let the pupils spell and explain: circuit, straight, however, horse, fleeing, party, entrance, shrieked, dodge, savage, staff, officer, streaming, stained, collar, hound, handkerchief, twisting, village, pressed, suddenly, safety, leaped, mocking. See if the students can substitute words for these in the lesson.

Notice: “It is *him*,” is wrong, for the verb *to be* takes the same case after *it* as before *it*. Let the pupils illustrate the rule by other personal pronouns.

“Neither John nor William *is* going.” “Margaret or Gerard or Martin *is* going away.” These are examples of the rule given in the former lesson.

Test the pupils in these rules by giving them sentences which they can correct.

Collect the home work.

For home work, let the men write a composition describing the largest woods they have ever known.

XVII. IN QUEST OF FOOD

As soon as Margaret, Gerard, and Martin felt that they were no longer followed, they

rested and took council as to what they would do. They agreed that it was not safe to return, and that their safety lay in getting out as soon as possible from the country of the Burgomaster. Martin said that the quickest way was by again entering the woods, and before night they would be in the land of the Duke of Burgandy. This they did, and before the sun was set they were safely housed in a lonely hut, where they spent the night as best they could.

Early the following morning, Martin went out with his trusty bow in quest of meat for the morning meal. He knew that the Duke of Burgandy, who was very fond of hunting, severely punished anyone who hunted on his lands. The old soldier, however, was willing to risk something for his young friends, and to the woods he went. Though old, he was a strong man, broad-chested, and his arms were hard as iron.

He had not gone far before he spied a hare. He drew his bow, but before the arrow was sent, he heard a noise behind him. Turning around, he was just in time to see a noble buck cross the open, but too late to shoot at it. In the next moment, he saw a young spotted animal gliding swiftly along after the deer. He knew that it was the tame leopard belonging to the Duke of Burgandy, who was also

out hunting. Martin said: "The hunters are not far from here, and I must not be seen." He plunged into the woods, following the buck and the leopard. He had not gone far when he heard an unusual sound and, turning in that direction, saw the leopard on the buck's back, tearing with tooth and claw, and the buck running in a circle, with the blood pouring down its hide. Martin made up his mind to get that buck. He took aim and buried an arrow in the deer, which in spite of the leopard on its back, bounded high in the air and fell dead. The leopard went on tearing, as if nothing had happened. Martin hoped that the beast would gorge itself with blood, and then let him take the meat. He waited some minutes, then walked firmly up and laid his hand on the buck's leg. The leopard gave a frightful growl, and left off sucking blood. He saw Martin's game, and was sulky and on guard. Martin stood erect and fixed his eye on the leopard. The leopard returned the savage glance, and never took its eye off Martin. As the old soldier kept on looking at the beast, the leopard flew at his head with a frightful snarl. Its eyes were balls of fire, and its jaws and claws wide open. Martin caught it by the throat, and barely saved his face from its teeth. One of its claws seized his shoulder and rent it;

the other aimed at his cheek, which would have been more deadly. Martin could hardly keep its teeth off his face while gripping its throat fiercely. The pain of the rent shoulder was fearful, but the blood of the old soldier was up; he gnashed his teeth with rage, just as savage as the brute. The two pairs of eyes flamed at one another. The animal knew it was being throttled, and made a fierce struggle to free itself. It tore its claws out of his shoulder, flesh and all; but Martin held it with hand and arm of iron. Presently, the long tail that was high in the air went down. "Aha," cried Martin joyfully. Next its body lost its strength, and it was powerless in Martin's hand. He gripped it still, until all motion ceased, then dashed it to the earth. The leopard lay mute at his feet, its tongue hanging out of its mouth. Martin for the first time felt a terror. "I am a dead man," said he. "I have slain the Duke's leopard." He hastily seized a few handfuls of leaves, pressed them on the wounded shoulder, then seized the buck and crept away, leaving a trail of blood—his own and the buck's.

He reached the hut, where Margaret and Gerard were. As soon as they knew what had happened, they again moved on as fast as they could to escape the Duke of Burgandy. On

the way, they met a company of Gypsies, who were a law unto themselves, and Gerard would not move until he and Margaret were married by the king of the Gypsies. After the marriage, he turned to the old soldier and said: "Martin, you must take my wife back to her father's house, and watch over her. I'll go to Rome. I am an outlaw. As soon as I get work as a writer, I'll send for Margaret and we will make our home in the imperial city." It was the only way out of their trouble and, after many tears, Margaret, with a deep heart-ache, again was on horseback returning to her father's house.

MEMORIZE

"Have courage, friend,
Be of good cheer, 'tis not for long,
He conquers who awaits the end,
And dares to suffer and be strong."

QUESTIONS on the lesson

Call attention to Martin's courage—the taming of wild animals—the marriage of Gerard.

GRAMMAR EXERCISE

Review the comparison of the following adverbs: well, better, best; ill, worse, worst; much, more, most; far, farther, farthest; forth, further, furthest; late, later, latest.

Review the formation of adverbs from adjectives by adding *ly*: as, a sweet song; he sings sweet*ly*.

Review the comparison of adverbs and their use in sentences: as, he sings sweeter than his sister; he runs fast*est* of all.

Let the pupils point out the adverbs in the first part of the lesson and state what kind of adverbs they are.

Let the pupils spell and explain: longer, followed, council, agreed, return, safety, possible, country, quickest, entering, housed, lonely, morning, trusty, meat, meal, serenely, punished, hunted, something.

Let the pupils take the second paragraph of the story and classify the verbs into transitive and intransitive.

Let the pupils explain: "anyone who"; "broadcasted"; "too late"; "outlaw"; "heart-ache"; "horse-back."

Collect the home work.

For home work, let the pupils write a composition describing the home from which they came.

XVIII. THE BEAR LOVES ITS CUB

Gerard, with a heavy heart, was now on his way to Lyons. He met a man, Denys, who was going to the same city, and they traveled together. They were passing through a wood, when they saw a young bear cub. Denys struck it with an arrow, and Gerard, with his axe, ended its life. As they marched on, happy

in having meat for supper, Gerard heard a sound behind him. He turned around and saw a big bear coming down the road about 150 yards away. "Denys!" he cried. "Oh, my God!" The moment the bear saw them, big as it was, it seemed to double itself. It raised its head, opened wide its swine-shaped jaws, and its eyes were full of blood and flame. On it rushed, scattering the leaves about it like a whirlwind. "Shoot," cried Denys; but Gerard stood shaking from head to foot. "Shoot, man! Ten thousand devils! Shoot! Too late! Tree! Tree!" and he dropped the cub, pushed Gerard across the road, and flew to the first tree and climbed it. As they fled, they uttered inhuman howls, like savages crazed to death. With all their speed, one or other would have been torn to pieces at the foot of the tree had not the bear stopped a moment and sniffed at the cub.

It knew it was dead, and gave a yell such as neither of the hunted ones had ever heard, and flew after Denys. It reared and struck at him as he climbed; he was just out of reach. It then seized the tree with its huge teeth and, with one hit, tore a great piece out of it. It reared again, dug its claws into the bark, and began to mount slowly. Denys thought: "My hour is come; let me meet death like a man." He drew his long knife, set his teeth, and was

ready to jab the huge brute as soon as it should mount within reach. Gerard saw his friend's peril, and he passed at once from fear to blind rage. He slipped down the tree, caught up the cross-bow, and sent a bolt into the bear's body. It snarled with pain and rage, and turned its head. Denys cried: "Keep aloof! or you are a dead man." "I care not," shouted Gerard, and sent another bolt into the bear's body. Denys shouted and poured out a volley of oaths, saying: "Get away, idiot!"

The bear slipped down the tree; Gerard ran back to his tree and climbed it swiftly, but the bear struck with its fore paw and took a piece out of Gerard's hose. He heard a voice say: "Get out on the bough." He did so, and looking around, saw the bear mounting the tree on the other side. It had passed the bough on which he was, but its eye quickly caught him and steadily but quietly it came to the fork, crawling nearer to Gerard. He looked wildly down, and saw that he was forty feet from the ground. Death was below him, and death moving slowly but surely toward him. His hair bristled, the sweat poured from him. He sat helpless, dazed, and tongue-tied.

In a mist, he heard a twang. He glanced down, and saw Denys, white and silent as death. The bear snarled at the twang, but

crawled on. Again the cross-bow twanged; the bear snarled and came nearer. The third time the cross-bow twanged, and the next moment the bear was close upon Gerard. It opened its jaws like a grave, and hot blood spouted from them upon Gerard as from a pump. The bough rocked; the wounded monster was reeling; it struck its claws deep into the wood; it toppled; its claws held firm, but its body rolled off, and the sudden shock to the branch shook Gerard forward on his stomach, with his face upon one of the bear's paws. At this, by a last effort, the bear raised its head up until Gerard felt its hot breath. The huge teeth snapped together close below him, with baffled rage. The hanging body rent the claws out of the bough, then pounded the earth with a loud thump.

There was a shout of triumph below, and the very next instant a cry of fear, for Gerard had fainted and, without an effort to save himself, rolled headlong from the bough. Denys caught at his friend, and somewhat checked his fall; but his best friend was the dying bear, on whose hairy body his head and shoulders struck. Denys pulled him off,—it was needless. The bear panted still, its limbs quivered, but soon it breathed its last. Gerard came to by degrees, and feeling the bear around him,

rolled away yelling. "Courage," cried Denys. "Is it dead, quite dead?" asked Gerard. "Yes, quite dead."

MEMORIZE

"Reading makes a full man, conference a ready man, and writing an exact man. If a man write little, he needs a great memory; if he confer little, he needs a present wit; if he read little, he needs much cunning."

QUESTIONS on the lesson

Call attention to Gerard's friendship—to the loyalty of friends—to the care of animals for their offspring.

GRAMMAR EXERCISE

Prepositions join words together to show their relation: as, "Gerard put his bow *on* the floor." Here two nouns are joined. "Going *to* the same city"; here a verb and a noun are joined. "Its eyes full *of* blood"; here an adjective and a noun are joined. "A sound *behind* him"; here a noun and a pronoun are joined.

Prepositions are used to show relations of *place*, *time*, and *cause*.

Of **Place**, they refer to rest, motion, or both: as, We stayed *in* the inn. We went *into* our room. We moved freely *among* the guests.

Of **Time**: as, *From* sunrise *to* sundown. *From* seven *until* ten.

Of **Cause**: as, He slew him *with* a dagger. He fainted *with* weariness.

Let the pupils find the prepositions in the first part of the lesson.

Let the students spell and explain: travelled, cub, arrow, meat, meet, uttered, yard, double, raised, rise, scatter, leaves, whirlwind, shaking, bristled, thousand, reeling, toppled, devils, climbed, peril, bolt, poured, oaths, idiot, steadily, crawling. Ask the students to substitute words in place of these in the lesson.

Notice: That sometimes intransitive verbs take an objective case when the object is akin in form and meaning to the verb itself; as: He *dreamed* a *dream*. They *sang* their *song*. When the element of time or space comes in, answering the question, how long or how much, we have nouns following intransitive verbs: "They *went* for a three *days' journey*." "We *walked* six *miles*."

Let the pupils give the principal parts of: strike, rise, stand, fly, tear, dig, begin, meet, set, catch, get, sit, shake, feel.

Collect the home work.

For home work, let the pupils write a composition about their journey to America.

XIX. THE SHIPWRECK

Gerard reached Lyons safely, where he hoped to take ship to Rome. He went aboard a vessel which was not the most sea-worthy. It made the journey safely, until within twenty miles of the port of Rome. Then a sudden

storm arose, blew the ship out of its course, and between Naples and Rome was driven ashore. The beach was lined with people, who watched the ship making a brave fight against wind and wave. The sailors ran wildly about the deck, handling the rope as best they knew, now cursing and again praying. The passengers were huddled together around the mast, some sitting, some kneeling, some lying on the floor, grasping hold of what they could, as the vessel rolled and pitched in the mighty waves. Gerard stood a little aside, holding tight to a shroud and wincing at the sea. His cheeks were white, his lips closed tight, and though in terror, he knew what was going on around him.

Suddenly a more mighty gust came and tore off the sail with a loud crack, and sent it into the sea. Before the man at the helm could put the head of the ship before the wind, a wave caught it, swept over the deck, and drenched every one of the passengers. They were wet to the bone, and had a foretaste of what awaited them. Most lay flat and prayed to the sea to be merciful, promising gifts to their favorite saints if ever they came safely to land. The ship was now a mere plaything in the arms of the big waves. A Roman woman, of the humbler class, sat with her child at her half-bared breast, silent amid the crying and pray-

ing throng; her cheek was ashy pale, her eyes calm, and her lips moved at times in silent prayer. She did not weep, neither did she try to make a bargain with the gods for her safety. Whenever the ship seemed to have gone under the waves, and a mighty prayer arose from the men in terror, she kissed the child and kept him at the breast. She was a true Roman and knew how to die in silence.

A big priest stood on the poop of the vessel with feet apart, paying little heed to the peril around him. He said in a loud voice verses from his prayer-book, and in an unwavering voice invited the passengers to confess to him. Some came to him on their knees. He heard them, laid his hands on them, and gave them his blessing as if they were in a church, and not on a sinking ship. Gerard got nearer and nearer to the priest, who stood there without fear, facing death. The sailors cut down the useless mast, which fell into the sea. The hull could not now keep ahead of the sea, which hit it again and again. The heavy blows added to the fears of all. The captain, pale as death, left the helm. He said: "Fling all cargo overboard." The captain was earnestly questioned by all as to what would be the fate of the ship. All he could say was: "No hope. She is doomed; prepare to die like good Christians."

To the question, "How long have we to prepare?" he replied: "She may last half an hour."

While the people prayed, some came around Gerard, and seeing him erect, said: "Here is the cause of all. He has not prayed; he has not called on a single saint. He is a heathen, he is a pagan." "Alas, good friends," said Gerard, with his teeth chattering, "say not so. I do honor the saints, but they will not have time to plead our case. I'll pray to God direct. Our Father, which art in heaven, save these poor souls and me. Oh! sweet Jesus, pitiful Jesus, thou didst save Peter sinking in the sea. Oh! save poor Gerard—for dear Margaret's sake."

At this moment the sailors made ready to leave the ship. Some, unable to move, sat still; others ran to and fro, wringing their hands. The priest stood calmly as the ship was sinking, and so did the Roman woman, who sat pale and patient, drawing the child closer to her bosom. Gerard saw the sailors take the only boat on the ship, and he cried: "See, see, they leave the poor woman and her child to die." This awoke his manhood. He went to the poor woman and said: "Wife, I'll save thee yet, please God." He ran to find a cask or a plank, but finding none, his eye fell on the wooden image of the Virgin. He caught it and carried it to the mother and child and said: "Come,

wife, I'll lash thee and the child to this." The mother turned her large dark eyes on him and said simply: "Thyself?" Gerard said softly: "I am a man and have no child to take care of." He lashed her to the image, and then said: "Come while there is time." She turned her eyes wet with tears, and looked on him, and said: "Poor youth! God forgive me! My child!" He put her on the water and with an oar pushed her away from the ship.

The priest had watched him, and as soon as the deed was done, he put his hand on Gerard's shoulder and said: "Well done. Come with me." Both men went to the broken mast; by hard work they got out the remainder of it. They flung it into the sea and followed it. The mast rose and plunged with each wave, but both men clung to it and got to land. As Gerard stood by the sea, watching his late companions washed ashore, a hand was laid lightly on his shoulder. It was the Roman mother. She took his hand gently, raised it slowly to her lips, and kissed it. Then with a face bathed in a sweet smile, and eyes that were moist, she held her child up and made him kiss Gerard. He kissed the child again and again, but could say nothing. The mother did not speak, only as her eyes, her cheeks, and gestures thanked the young man who saved their lives.

MEMORIZE

“So long Thy power hath blest me, sure it still
Will lead me on,
O'er moor and fen, o'er crag and torrent, till
The night is gone;
And with the morn those angel faces smile,
Which I have loved long since, and lost a while.”

QUESTIONS on the lesson

Call attention to the character of the priest—to Gerard's thoughtfulness—to the mother and child.

GRAMMAR EXERCISE

Conjunctions join words and sentences: as, The priest *and* Gerard threw themselves into the sea.

There are two kinds of *Conjunctions*.

1. Those which join independent sentences: as, “The ship sank *and* the passengers were washed ashore.” They are called **Coordinate Conjunctions**.

2. Those which join a principal sentence with one dependent on it: as, “Gerard was angry *because* the sailors left the woman to perish.” These are called **Subordinate Conjunctions**.

Let the pupils find the conjunctions in the second paragraph of the lesson.

Let the pupils spell and explain: aboard, seaworthy, journey, sudden, driven, ashore, cursing, praying, passengers, huddled, kneeling, pitched, shroud, suddenly, drenched, foretaste, favorite, saint, bargain, silence, confess, captain, overboard, earnestly, chattering.

Let the pupils find the prepositions in the first paragraph of the lesson.

Collect the home work.

For home work, let the pupils write a composition describing their voyage over the sea.

XX. IN ROME

Gerard reached the "Eternal City," and took a room in a house on the west bank of the Tiber. He then went in search of work, and carried with him a sample of his writing. He went from shop to shop to show his copy, and was coldly received. They found every fault with his work and saw in it no merit. He learned how to copy Greek, as well as Latin; but could find no work. The landlady, with whom he stayed, took a liking to him and asked him one day to dine with her. He told her all his troubles, and that he could not find anyone to employ him. "Those sly traders," she said; "you write too well for them. Your work would be the end of all those whom they now serve. I'll insure you the success you deserve, in spite of the booksellers."

The following day the good landlady spoke to her friend, Teresa, who gave her the names of five men who wanted copying done. Gerard took down their names, took samples of his work to their home, but nothing came of it.

He was now facing hunger, and his clothes were fast showing the signs of wear. While he was mending a rent in his hose one morning, the landlady came into the room and said: "I want you to come and talk to Teresa." He went and was surprised to find that Teresa was the Roman matron he had saved on board the ship. "Ah, madam, it is you," said he. "And how is the fair-haired boy?" "He is well," said Teresa. "Why," said the landlady, "what are you talking about, and why tremble you so, Teresa?" "He saved my child's life," she said, trying hard to quiet the beating of her heart. "What, my lodger?" And turning to Gerard she said: "And you never told me a word about it? You ought to be ashamed of yourself."

Teresa soon learned all that was done and she smiled at Gerard's simplicity. "What," said she, "did you think your work would reach the masters without giving a fee to the servants? You might as well have flung it into the Tiber." She soon thought out a plan, then both she and Gerard went in search of a man who would be glad to employ him. They wandered from street to street, until at last they came to a glove shop. The glove seller told them to go to Father Colonna, who would doubtless employ him if he was a master in his craft, for, said he, "he is a wild beast against

all bungles." "Have no fears," said Teresa. "I will answer for his ability; he saved my child."

The following morning Gerard went to the house where the friar lived. He was now wiser and gave a fee to the servant who at once took him to the room of the seignior. He looked at Gerard and said: "Young man, show me how you write," and throwing him a piece of paper, he pointed to the inkhorn. "So please you, reverend father, my hand trembles too much at this moment; but last night I wrote a page of Greek, and the Latin is alongside of it, to show you my work." "Show it me," said the friar. Gerard gave him the work in fear and trembling, and then stood, sick at heart, to see what he would say. He did not have long to wait, and to his surprise the friar came and threw his arms around his neck.

Friar Colonna was charmed with his new artist, and he began to sing aloud his praises among men who wanted writing done. Soon these men wanted the priest to give up Gerard to them. When the friar told the young copyist that princes wanted his services, he replied, "I am so happy with you, father." "Fiddlesticks!" said the friar, "happy with me. You must not be happy, you must be a man of the world. These princes can pay you three times

as much as I can, and they shall too." So the friar clapped a high price on Gerard's pen, and they employed him without a murmur.

Gerard soon became a pet with noblemen and women. He never lost his head, however. He knew there was a steel hand under the velvet glove. He had the honor of sitting at the table of the most influential Cardinal in Rome, and before many months were passed, he was employed to copy a book for the Pope himself. Gerard was very happy, and took great care of the money he made. He kept his humble lodging, for he thought that the more he saved the sooner he would again see Margaret. "In a year or two," thought he, "I'll return by sea to Holland with a good store of money and set up with my beloved Margaret in Antwerp, and end there our days in peace, and love, and health, and happy labor." His heart never strayed an instant from his beloved.

MEMORIZE

"To rule was not enough for Napoleon. He wanted to amaze, to dazzle, to overpower men's souls, by striking, bold, grand, and unexpected results. He wanted to reign through wonder and awe, by the greatness and terror of his name, by deeds which would rivet on him every eye, and make him the theme of every tongue."

QUESTIONS on the lesson

Call attention to Gerard's struggles—to the help of the woman—to the dangers of success.

GRAMMAR EXERCISE

See if the pupils can tell what parts of speech are in the first sentence.

Test them in spelling: eternal, sample, revived, fault, landlady, trouble, trader, insure, deserve, hunger, rent, surprise, tremble, ashamed, simplicity, wandered, bunglers, ability, surprise, service, clapped, murmur.

Ask the pupils to parse: "Write too well." "They shall pay too." "To buy some paper."

Call attention to: "Both she and Gerard went," as a sample of the use of a coordinate conjunction.

Ask the meaning of "a man of the world." "A steel hand under the velvet glove."

Write on the blackboard the following, letting the students correct them and give their reason: "She plays good." "I told she the truth." "His foots were sore." "Which is the strongest, John or James?" "The boys which ran away done it."

Collect the home work.

For home work, let the pupils write a composition about some great man whom they have known.

XXI. THERE IS GOOD IN EVERY MAN

When Gerard walked from house to house at the side of Teresa, he noticed a man follow-

ing them; so he told her: "Madam, we are dogged. I notice a man that follows us, sometimes afar, sometimes close." "I have seen him," said Teresa. "It is my husband," and her cheek colored faintly. She stopped, beckoned with her finger, and the figure drew near. When he came, she looked him full in the face and said: "My husband, know this young man, of whom I have often spoken to you. Know him and love him, for he it was who saved thy wife and child." At this, the man who had bowed and grinned before, changed at once and warmly threw his arms around Gerard.

The young man went home and, while talking to Andre, his friend, said that he met Teresa's husband. "I know him," said Andre; "he is unworthy of Teresa, but she clings to him." Gerard said: "I felt uneasy as he followed us, and fear did not pass wholly away when he embraced me." "Well may you," replied his friend, "for he is a chief of the most terrible vendetta in Rome." A shudder went through Gerard. Andre saw him turn pale and added: "I know that man, and although he is an assassin, there is some good in him. When he is on the trail of a victim, he knows no pity, but I have known him to exercise as much tenderness as the Roman matron you saved did to her child." "I suppose," said Gerard, "he

feels some love toward me for saving his child, but I thought more of his stiletto than his love when he threw his arms around my neck." "That may be; but that man loves his wife and child, and you need fear no harm from him as long as you are in Rome. I believe he would protect you against the vendetta." "You seem to have strong faith in him," said Gerard; "tell me your reason."

"I will tell you a story," said Andre. "I am a doctor, but have not had much luck. One thing, however, I have learned in my work, that it is worth while to find good whenever you can. I have had to drag through the slums and sewers of this wicked city for some years, and down in the lowest depths I have found goodness and have felt thankful for it, without asking questions about quality and quantity. I find that men are made up of a mixture of good and evil, and it is so down in the lowest, as well as in the highest. That is the case with this man of whom we are talking.

"When the two rival parties in Rome get on the 'war path,' the cruel things done in this city are more than all the priests and the Pope can cure. A few years ago it was open warfare between them, and a part of the city was destroyed. I went to serve the wounded, and being faint from work, I could not leave the

field, where a dreadful battle had been fought. So I fell down on a knoll exhausted and slept. The place was full of miasma and the cold was deadly. Men who get chilled through with the cold, and into whose body the fever enters, die. I was lying on the bare ground, and could not do anything for myself. I was too poor to have an overcoat, and there I slept the sleep of a soul tired to death. After a few hours, I awoke, and found myself covered with warm clothes, and beside me sat that husband of Teresa, shivering. A cold fog was upon us, but there that man sat, watching over me, while death was staring him in the face. When I asked him why he had done it, all he said was, 'You've been kind to my friend.' I knew that he was an assassin; that he gambled and was a cut-throat. I knew that if any man was ripe for the gallows, he was; and yet I could not feel that all in his heart was of the devil. I fully believe that he saved my life that night. I cannot forget him, and don't think God will, when he comes before Him in the last day."

While Andre was telling this story, Teresa's husband was in a room richly furnished, the floor covered with the costly skins of animals, and in front of him sat a lady with clenched fists, face pale and red by turns, and her foot restless. She had on a little black mask, and

the contrast between the black mask and her purple cheek was strange and fearful. The lady said: "They have told you for what you are wanted?" "Yes, signora." "Did those who spoke to you agree as to what you are to receive?" "Yes, signora, 'tis the full price—the price of the greater vendetta, if the lady does not choose the lesser." "I don't understand you," said the lady. "Ah, this is the signora's first. The lesser vendetta is the death of the body only. We watch the man come out of church and deal with him. In the greater, we catch him hot from some unrepented sin, and so slay his soul as well as his body." "Man, hold your tongue; I have no quarrel with his soul." "So be it, signora." "Are you sure of your hand?" asked the lady. The bravo showed her a steel gauntlet and said: "This is our mallet." He then undid his doublet and gave her a glimpse of a coat of mail beneath, and finally laid his glittering stiletto on the table with a flourish. The lady shuddered, and for a moment a sudden gleam of pity came over her soul as she asked: "Do I not well to remove a traitor who slanders me?" "The signora will settle that with her confessor. I am but a tool in noble hands." The lady said: "Go, do your work." "It is the custom to pay half the price beforehand,

signora." "Ah, I forgot. Here is more than half," and she pushed a bag across the table to him. "When the blow is struck, come for the rest." "You will soon see me again, signora," and retiring Teresa's husband went to work to carry out the lesser vendetta on Gerard.

MEMORIZE

"Be just, and fear not.

Let all the ends thou aimest at be thy country's,
Thy God's, and Truth's; then, if thou fallest,
Thou fallest a blessed martyr."

QUESTIONS on the lesson

GRAMMAR EXERCISE

Let the pupils spell: throw, embrace, terrible, assassin, tenderness, protect, against, gamble, covered, shivering, forget, furnished, covered, animal, clenched, contrast, understand, unrepented, quarrel, glimpse, beneath, glittering, flourish, shuddered, confessor.

Let them give the principal parts of the verbs: tell, throw, draw, sit, speak, choose, catch, slay, hold, lay, go, forget, strike, sleep.

Explain: "On the war path." "Sure of your hand."
"The lowest and the highest."

Let the pupils find the conjunctions in the first paragraph of the lesson.

Test the pupils in correcting the following and ask them the reason for the correction: "I and John goes to school." "Neither I nor John go to school." "They walk slow." "The wifes are leaving." "Yesterday

his happiness is complete." "You was in school." "I says to James and James says to I." "You don't give me nothing."

Test the pupils in parsing: "Gerard walked at her side." "I will tell you a story." "All is not of the devil."

Collect the home work.

For home work let the pupils write a composition about the worst man whom they have known.

XXII. NEWS FROM HOME

When Gerard returned home one afternoon he was very happy. The landlady saw his joy and asked, "What is it?" "Am I not happy, madam?" said he. "I am going back to my sweetheart with money in one pocket, and land in the other." "Well, what a pity," said she, "for I thought of making you a little happier with a letter from Holland." "A letter for me? Where? Where?" She gave him the letter. He tore it open and read: "Gerard, my beloved son, this letter brings thee heavy news. Know that Margaret died on Sunday last. The last word on her lips was 'Gerard. Tell him I pray for him at my last hour, and bid him pray for me.'" The letter dropped to the floor, and a grating laugh came from the young man,

who said: "Oh, my heart! I'm choking. I'll run to the top of the highest church tower in Rome and fling myself off it, cursing heaven. Ah! Ah! Ah! there is no God." He seized his hat and ran furiously about the streets for hours.

Towards sunset he came back white as a ghost. He crept into the house bent and feeble as an old man. He refused all food. He would not speak, but sat with staring eyes, saying now and again: "There is no God." The good landlady came and sat with him, trying to soothe him. Gerard heeded her no more than the chair on which she sat. She had a crucifix, and holding it before him, she prayed: "Maria, mother of God, help him." Suddenly, he jumped up, struck the crucifix rudely aside with a curse, and made a dash at the door. The woman shrieked. Before he reached the door, something stopped him and he turned around like a top. He whirled around twice, with arms extended, then he fell like a log on the floor, and blood came from his nostrils and ears. On the second day, he was raving with brain fever. On the fifth day, the doctor gave him up. At sunset that same day he fell into a deep sleep and slept sixty hours. When he awoke, a kind priest was at his side. He told him that the Church gives peace to troubled

hearts, but Gerard was not to be consoled. As soon as the priest was gone, he cried for his Margaret, and shouted: "Idiot! Idiot! to leave her for a moment."

When the good woman returned, she saw Gerard putting on his clothes. She tried to stop him, but he said: "Why should I lie here? Can I find her?" "What would you then?" "Death," was his reply. Out Gerard went. As he was going, he said: "I have served God as well as I could, and this is my reward. Now I'll serve the devil." He now gave himself up to wine, women, gambling—whatever helped him to forget himself and drown his memory of her. The large sums he had set aside for Margaret gave him ample means to rush headlong into folly. He left the kind old lady who had been so good to him and took lodging in another part of the city. His companions were idle rakes who knew no labor and whose joy was to drink foul waters, such as Gerard now wallowed in. He thus in a short while became one of the wildest, loosest, and wickedest youths of a wicked city. One day, when his money was well nigh gone, he and other wild youths were in a boat going up the Tiber. It was a gay company of men and women bent on enjoyment. As they glided along, a galley passed them, and on it a noble lady, whose love

Gerard had spurned, and to avoid whose vengeance he had resolved to leave Rome, when that fateful letter came from Holland. She saw and knew Gerard. The young man blushed and was ashamed to be seen by her in such company. That night she summoned once more Teresa's husband, that he might finish the work he failed to do four months previously.

Four days after this, Gerard left a note to his friend Andre, which read: "Life is too great a burden." He filled his pockets with all the silver he possessed, his purpose being to throw himself into the Tiber. He went to a shop, and looking around to see that no one was near, he saw a single figure leaning against the corner of the alley. He strolled carelessly away, but returned to the same spot; but again he saw the same figure coming out of a side street. Gerard said: "Can he be watching me? Can he know what I am here for?" He walked briskly along a street or two, then returned. The man disappeared, but when he came back again and looked around, the man was only a few yards from him. He saw a steel gauntlet in his hand, and he knew that he was an assassin. He never thought he was seeking his life, and so, walking up to the man, he said: "My good friend, lend me your arm. One stroke! Here is all I have," and he thrust all his money

into the bravo's hand. "Pray thee, one good deed, and rid me of this hateful life," and while speaking he bared his bosom. The man stared in his face. "Why do you not strike? Because I am poor. Well, turn your head then and hold your tongue." At this, Gerard ran and flung himself into the river. When the bravo heard the splash in the water, he ran and plunged in after the would-be suicide.

When Gerard next came to himself, he was in the great chamber in a convent, and at his side the priest whom he had met on board ship. "How came I here?" asked Gerard. "By the hand of heaven," said his watcher. He then fell into a sleep, and when he awoke again, he found another watcher at his side. The man asked how he felt. "Very weak," said Gerard. He looked at the man and asked: "Where have I met you before?" "I am Teresa's husband, and the one who saved you from the waters of the Tiber." "And it was you I asked to strike me?" "Yes, and if it were anyone else but you, I would have done it, but how could I look my Teresa in the face if I had killed you, or let you die by the very death from which you saved her? I put you on my back, and said, 'Teresa will nurse him to life.' But the priest who was on the ship saw me carrying you. He said he knew you, and so brought you in here. I let

you go on the promise that I should be allowed to visit you once a day."

Gerard closed his eyes—not to sleep, but to think. Saved from death by an assassin sent to kill him. Was not this the hand of heaven? He tried to pray. The organ of the church at that moment sent out solemn harmony, and the voices of the choir came through the air. Among them was the voice of a boy,—sweet, full, pure, angelic. He remembered the days of his boyhood. The tears ran copiously down his cheeks. He prayed, and peace, sweet peace, came into his soul. He sighed: "The Church is peace of mind. Till I left her bosom, I knew no sorrow, no sin." The good prior came. Gerard poured his soul before him and vowed his life to the service of the Church.

MEMORIZE

"The way of peace is to always try to do the will of another rather than our own. To choose rather to want less than to have more. To choose the lowest place and to be humble to all. To desire and pray that the will of God may be fulfilled in us."

QUESTIONS on the lesson

Call attention to Gerard's distress—to the character

of the worthless husband—to the refuge offered by the Church.

GRAMMAR EXERCISE

Let the pupils spell : afternoon, pocket, grating, furiously, towards, crucifix, whirled, extended, consoled, gambling, memory, companions, wallowed, wicked, enjoyment, spurned, summoned, figure, corner, strolled, hateful, tongue, suicide, chamber, moment, solemn.

Let the pupils find the prepositions and conjunctions in the first section of the lesson.

Let them parse the following: "Gerard closed his eyes." "He tried hard to pray." "Peace, sweet peace, came into his soul." "He vowed his life to the service of the Church."

Let the students correct the following and give the reason for the corrections: "I thinks we may go." "The baby's teeths are four." "I can learn you." "Mary and Gretchen knows the song." "The tinkest bird just passed us." "Come, let they go."

Ask for the principal parts of the following verbs: think, try, send, run, meet, fall, awake, stop, help, drink, become, leave, go, spend, wet, read, lead, light, spell, tell, pay, mean, buy.

Collect the home work.

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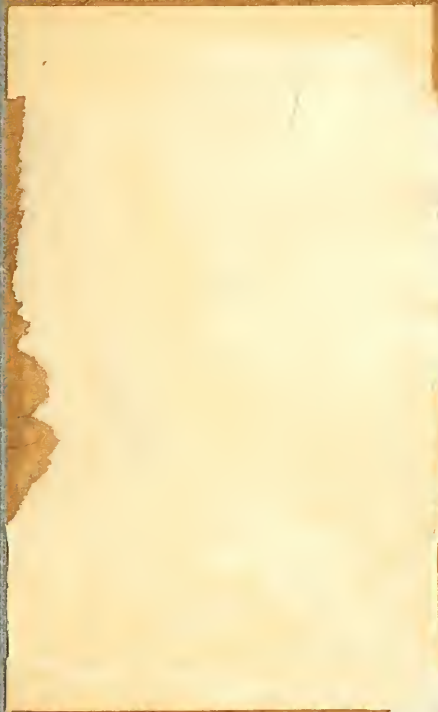
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